

CORRECTIONS

PHILOSOPHIES, PRACTICES, AND PROCEDURES

SECOND
EDITION



PHILIP L. REICHEL

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DEDICATION

To my parents
Joe Reichel and Virginia Reichel

PREFACE

The area of corrections, in addition to law enforcement and the court system, is often identified as a primary component of the criminal justice process. This term applies to educational and vocational programs for criminal offenders as well as the application of the death penalty. Issues in corrections are studied and discussed by journalists, reporters, legislators, criminal justice practitioners, scholars in a variety of disciplines, and citizens in general. One goal of this book is to describe and explain those issues so that we can understand their importance and their implications. An increasing number of citizens are impacted directly by crime and the government's response to it, and many people are affected at least indirectly through the use of taxes to support corrections programs. Everyone can benefit from an increased understanding of corrections.

MAJOR CONCEPTS AND THEMES

Of the many different ways to inform readers about this topic, I have chosen to rely especially on three concepts: **philosophies, practices, and procedures**. In this manner, the reader will come to understand the reasons (the philosophies) behind our application of different penal sanctions (the practices) and the particular paths (the procedures) that have been chosen to achieve social control in the United States. In addition to the traditional coverage of these concepts (via description, examples, and statistics), this text also integrates historical and international material. This approach reflects my belief that an understanding of our own procedures is increased when those procedures are placed in a historical context and when they are compared and contrasted with strategies used in other settings, including other countries. In addition to the historical and comparative themes, this book provides a more integrated look at female offenders than other corrections textbooks. The need for an integrated focus on female offenders is not merely a reaction to past disregard—although it certainly is that in part. Instead, it is the result of the increased presence and impact that women are having on the corrections system. Finally, attention to issues of race, ethnicity, and social class are included throughout the text in order to inform the reader of the impact these topics continue to have on the philosophies, practices, and procedures of corrections in the United States.

ORGANIZATION OF THE BOOK

This book includes fifteen chapters that are distributed among three parts.

- **Part 1, Punishment Philosophies and Penal Eras.** These four chapters introduce the general topic of corrections (Chapter 1), the five punishment philosophies that provide a recurring theme for the book's material (Chapter 2), and the development of the penal system prior to the twentieth century (Chapter 3) and during the twentieth and twenty-first centuries (Chapter 4).
- **Part 2, Punishment Practices and Procedures.** This part begins a detailed look at corrections with a discussion of sentencing (Chapter 5). To set the stage

for a discussion of individual sanctions, Chapter 6 presents the penalties of corporal and capital punishment. Following this chapter, the focus changes to intermediate sanctions such as probation, community service, and day reporting centers (Chapter 7). The discussion then moves to confinement sanctions (short-term confinement in jails and boot camps [Chapter 8] and long-term confinement in state and federal prisons [Chapter 9]). Part 2 concludes with institutional management (Chapter 10), which includes a review of issues such as inmate labor and the management of special-needs inmates.

- **Part 3, Contemporary Issues.** This part not only elaborates on some topics introduced in Part 2 but also introduces new topics of current interest. Although most offenders sentenced to confinement are adult males, there are important issues and problems related to the imprisonment of women (Chapter 11) and juvenile offenders (Chapter 12). Also, regardless of the offenders' sex or age, there are difficult and significant issues related to the offenders' release from confinement (Chapter 13). Chapter 14 considers what, if any, rights prisoners and crime victims have today. Using a review of various corrections programs, Chapter 15 discusses the importance of recognizing that the success of a corrections program depends on what goal we were hoping to accomplish—which reflects back on the text's opening emphasis on correctional philosophies.

PEDAGOGICAL FEATURES

Several specific features are included in this text to help enhance the learning experience.

- **Historical Perspective Boxes.** These discussions use historical material to highlight or expand on particular topics being covered in the chapter.
- **Cross-Cultural Corrections Boxes.** To provide students with an international perspective, these discussions highlight chapter topics as they appear in other countries.
- **Spotlight on Contemporary Issues Boxes.** The material in these boxes expands on chapter topics, highlighting what is currently newsworthy and what may impact future practices and procedures in corrections.
- **Issues of Fairness Boxes.** These boxes address gender, race, ethnicity, or social class issues. Each feature presents information on how correctional philosophies, practices, or procedures might be impacted by extralegal factors.
- **Correctional Links.** Each boxed feature contains Internet-related information relevant to the material in that box. This feature may be used by students to gather more information on the topic, or it can be used by instructors as Internet activities or assignments. Because Web addresses are likely to change, a Web site for this text (www.abacon.com/reichel) will provide continuously updated URL information.
- **Help Wanted Ads.** To inform students about career opportunities in the corrections area, employment ads are distributed throughout the text. These features resemble actual ads so that students can become aware of the variety of corrections positions available. Incorporated into each ad are one or two links to additional information.
- **Key Terms and Concepts.** At the end of each chapter is a list of key terms and concepts from that chapter. These items, which are in bold type in the text, are further identified as concepts that the student should recognize and understand after reading the chapter.
- **Discussion Questions.** Located at the end of each chapter, these questions are designed to stimulate conversation in the classroom. Instructors can use

the questions to encourage further study by students, to link the chapter material to local circumstances, or to gauge the students' level of understanding of the chapter material.

- **Tables and Figures.** Sprinkled throughout each chapter are tables and figures that provide current statistics and information on the topics being covered. The material in the tables and figures has a direct relevance to the subject matter and is often linked to a particular reference in the text.
- **Writing Style.** The narrative writing style smoothly transitions into story-like examples that help make sometimes complex ideas a bit more accessible. Also, I attempt to achieve gender neutrality by alternating between the use of the male and female pronoun.

SUPPLEMENTS

- Instructor's Manual and Test Bank
- Computerized Test Bank
- Companion Web site with online practice tests (www.abacon.com/reichel)
- Power Point presentation
- Allyn and Bacon Video Library

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This edition of my book is the result of an opportunity provided by Karen Hanson, my editor at Allyn and Bacon. I greatly appreciate her support and enthusiasm. I would also like to thank Lisa Ziccardi, my developmental editor. Lisa kept me motivated and on task, but was especially helpful in providing insightful and practical suggestions for improving the book.

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